DOCUMENT RESUME

ED 478 934 EC 309 695

AUTHOR	Banks, Ronald A.
TITLE	Sensitivity to Cultural and Linguistic Diversity in Early Intervention Family Information Gathering. Technical Report.
INSTITUTION	Illinois Univ., Urbana. Early Childhood Research Inst. on Culturally and Linguistically Appropriate Services.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
REPORT NO	CLAS-R-9
PUB DATE	2001-05-00
NOTE	60p.
CONTRACT	H024560006
AVAILABLE FROM	CLAS Early Childhood Research Institute, 61 Children's Research Center, 51 Gerty Dr., Champaign, IL 61820 ($7.50). Tel: 800-583-4135 (Toll Free). For full text: http://clas.uiuc.edu/ publications.html.
PUB TYPE	Reports - Research (143)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS
DESCRIPTORS	Attitudes toward Disabilities; *Cultural Awareness; Cultural Influences; *Disabilities; Diversity; Early Childhood Education; Early Intervention; Educational Background; *Evaluation Methods; *Family Characteristics; *Family Needs; Family Programs; *Intercultural Communication; Interviews; Language Role; Limited English Speaking; Minority Groups; Observation; Socioeconomic Status

ABSTRACT

This report provides an overview of the family information gathering process in early intervention. Family information gathering is an important element in the provision of early intervention services to families with children from birth to age 3 who have disabilities or who are at risk for developmental delays. A family's socioeconomic status, overall education level, and cultural, linguistic, and ethnic background, which contribute greatly to the home environment, affect both family goals and views of services, as well as their participation in the family information gathering process. This report discusses family information gathering as an ongoing and interactive process by which professionals gather information to determine family priorities for goals and services (their resources, priorities, and concerns). A brief overview of four family information gathering philosophies is presented, followed by an examination of the strategies most typically employed (i.e., family interviews, the use of tools and instruments, and direct observation). Issues specific to cultural and linguistic diversity, as they relate to family information gathering, are integrated throughout this report, which includes extensive references, an annotated bibliography, and a list of available resources from the CLAS Web site. (Author/SG)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 478 934

Technical Report #9

Sensitivity to Cultural and Linguistic Diversity in Early Intervention Family Information Gathering

Ronald A. Banks

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

L. Timmons

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

University of Illinois at Urbana-Champaign

C.L.A.S.
Culturally & Linguistically Appropriate Services
Early Childhood Research Institute

61 Children's Research Center • 51 Gerty Drive • Champaign, IL 61820

EC 309695

BEST COPY AVAILABLE

TECHNICAL REPORT #9

Sensitivity to Cultural and Linguistic Diversity in Early Intervention Family Information Gathering

Ronald A. Banks

May 2001

C·L·A·S
Culturally & Linguistically Appropriate Services
Early Childhood Research Institute

Early Childhood Research Institute on
Culturally and Linguistically Appropriate Services
University of Illinois at Urbana-Champaign
61 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820-7498

voice/tty 1.800.583.4135
web site http://clas.uiuc.edu/

Copyright © 2001 CLAS. All rights reserved.
The CLAS Institute is funded with federal funds from the U.S. Department of Education, Office of Special Education Programs, under contract number H024560006. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

Graphic Designers: Selena Douglass & Jason Smith
Editors: Felicia Gooler & Mariellen Gilpin

EC309695

Technical Report #9

Sensitivity to Cultural and Linguistic Diversity in Early Intervention Family Information Gathering

Ronald A. Banks

University of Illinois at Urbana-Champaign

CLAS

Culturally & Linguistically Appropriate Services

Early Childhood Research Institute

61 Children's Research Center • 51 Gerty Drive • Champaign, IL 61820

BEST COPY AVAILABLE

TABLE OF CONTENTS

Abstract i

Introduction 1

Philosophical Approaches to Family Information Gathering 3

- *Social Systems Approach* 4
- *Child-Centered Approach* 4
- *Ecocultural Approach* 5
- *No Formalized Efforts to Gather Information from Families* 6

Three Family Information Gathering Strategies 7

- *Interviews* 7
- *Observation* 10
- *Family Information Gathering Tools and Survey Instruments* 11
- *Summary* 14

Implications of Cultural and Linguistic Diversity for Family Information Gathering 15

- *Cultural Norms, Beliefs, and Values* 16
- *The Confounding of Cultural Influences With SES and Social Issues* 17
- *Use of Interpreters and Translators in Family Information Gathering* 19
- *Undergraduate Staff Training* 20
- *A Lifelong Learning Approach For Early Intervention Staff* 20

Conclusion 21

References 23

Annotated Bibliographies 31

Resources 39

- *Videos* 40
- *Publications* 42

About the CLAS Institute 55

- *About the Author* 59

BEST COPY AVAILABLE

Family information gathering is an important element in the provision of early intervention services to families with children from birth to age 3 who have disabilities or who are at risk for developmental delays. Family information gathering should be an ongoing and interactive process by which professionals gather information to determine family priorities for goals and services (their resources, priorities, and concerns). Along with a family's socioeconomic status and overall education level, a family's cultural, linguistic, and ethnic background contributes greatly to the home environment, impacting both family goals and views of services, as well as their participation in the family information gathering process. This report provides an overview of the family information gathering process in early intervention. A brief overview of four family information gathering philosophies is presented, followed by an examination of the strategies most typically employed (i.e., family interviews, the use of tools and instruments, and direct observation). Issues specific to cultural and linguistic diversity, as they relate to family information gathering, are integrated throughout this report.

BEST COPY AVAILABLE

Introduction

Family information gathering, also known as family assessment, is an important element in the provision of early intervention services to families with children from birth to age 3 who have disabilities or who are at risk for developmental delays. The need for systematic family information gathering was highlighted when PL 99-457 (54 Fed. Reg., 1989) mandated that services for infants and toddlers be provided within the context of the family, and that service plans should be regarded as Individualized Family Service Plans (IFSP's).

Reauthorization of this act in 1991 added the following specific paragraph in regards to family information gathering, stating that providers should engage in:

> ... a family directed assessment of the resources, priorities, and concerns of the family and the identification of the supports and services necessary to enhance the family's capacity to meet the developmental needs of their infant or toddler with a disability (Individuals with Disabilities Education Act Amendments of 1991, U.S.C. 1477, Section 677).

As a result, professionals began to apply family systems literature to early intervention. P.L. 99-457 operates under the assumption that each family is a system and all parts are interrelated; service providers cannot focus solely on the child without considering the family (Hanson & Lynch, 1989; McCroskey, Nishimoto, & Subramanian, 1991).

As defined in P.L. 99-457, family information gathering comprises "the ongoing procedures used to identify the family's strengths and needs related to the development of the child and the nature of early intervention services that are needed by the child and the child's family" (54 Fed. Reg., 1989, p. 26320). Bailey (1991; 1996) suggests that family information gathering should be an ongoing and interactive process by which professionals gather information to determine family priorities for goals and services.

Family information gathering should be an ongoing and interactive process by which professionals gather information to determine family priorities for goals and services.

The early intervention literature supplies several reasons supporting the importance of engaging in a process that identifies individual family strengths and needs (Bailey, 1991; Beatty, 1994; Garshelis & McConnell, 1993; Hanson & Lynch, 1989; Trivette, Dunst, Deal, & Hamer, 1990; Winton & Bailey, 1988). Predominant among these reasons are that family information gathering can help to accomplish the following:

1. Identify information which will empower and invest families in

BEST COPY AVAILABLE

INTRODUCTION

obtaining early intervention services for their child.

2. Develop a collaborative and supportive relationship between early intervention staff and the family, a condition that is essential for quality service provision.

3. Identify various sources of family support that can be utilized during service provision.

4. Establish family needs in relation to their child to enable intervention staff to focus service provision on goals and activities that are truly important to the family, and thus enhance essential parental cooperation for relevant home-based activities. By focusing initially on the expressed priorities of the family, families will be more likely to develop a sense of ownership and a feeling of trust in the early intervention process.

A family's cultural, linguistic, and ethnic background contributes greatly to the home environment, impacting both family goals and views of services.

Family information gathering should be instrumental in creating an individualized approach to early intervention service delivery. Ideally, families are provided the opportunity to participate in a collaborative process to establish service priorities, identify potential resources and support, and assist them in problem solving (Winton & Bailey, 1988). As a result of family participation the range of early intervention services, as well as the duration, intensity and location, should differ across families served by one or more providers. Given this goal of individualization, one would hope that issues of cultural and linguistic diversity would be frequent topics of discussion in position papers, as well as in the early intervention literature on family information gathering. Along with a family's socioeconomic status and overall education level, a family's cultural, linguistic, and ethnic background contributes greatly to the home environment, impacting both family goals and views of services (Lotas, Penticuff, Medoff-Cooper, Brooten, & Brown, 1992). However, it is difficult to find early intervention literature that focuses on the effects of a family's culture or first language on this process.

For this review, 35 documents and articles were examined. These documents were identified through a search of the literature in the fields of education and allied health. Efforts were made to locate resources which focused on family information gathering and also addressed issues of cultural or linguistic diversity. Given this general criterion, 21 resources (60%) either made no mention of cultural and linguistic diversity, or simply mentioned in a short sentence or paragraph that a family's culture, language, or ethnicity should be considered when professionals are engaged in gathering information for planning the IFSP. There appears to be little empirical literature devoted to any aspect of family information gathering in early intervention. Most of what exists focuses on establishing the

reliability and validity of various tools and survey instruments (e.g., Family Needs Scale; Dunst, Cooper, Weeldreyer, Snyder, & Chase, 1988; and the Family Needs Survey, Bailey & Simeonsson, 1990). Although a few articles focus on cultural and linguistic diversity and the early intervention process as a whole (e.g., Hanson, Lynch, & Wayman, 1990; Harry, 1992), the only articles that examined cultural and linguistic diversity specifically within the context of family information gathering were found in the nursing literature (Boston, 1992; Sprott, 1993).

The Council for Exceptional Children's Division for Early Childhood (DEC) recommended practice guidelines present some information related to family information gathering (Odom & McLean, 1996, p. 88.) DEC advocates for the importance of family control of the process. This results in the recommended practice guideline which states that "Families decide what information they wish to share with the team" (Odom & McLean, 1996, p. 119.) However, more detailed practice recommendations from DEC related specifically to assessing family concerns, resources and priorities appear to be lacking at this time.

This paper attempts to fill a gap in the literature by providing an overview of the family information gathering process in early intervention. A brief overview of four family information gathering philosophies is presented, followed by an examination of the strategies most typically employed (i.e., family interviews, the use of tools and instruments, direct observation). Finally, issues specific to cultural and linguistic diversity, as they relate to family information gathering, will be discussed.

This paper attempts to fill a gap in the literature by providing an overview of the family information gathering process in early intervention.

Philosophical Approaches to Family Information Gathering

At least four approaches have been offered to guide early intervention personnel engaging in family information gathering activities. Two of the approaches appear to contrast somewhat in terms of the breadth of family issues which should be examined during the family information gathering process (Trivette, Deal, & Dunst, 1986; Slentz & Bricker, 1992). Another approach is to provide child-centered services without engaging in any family information gathering activities if families do not wish to participate in the process. [P.L. 102-119 regulations stipulate that family information gathering is a voluntary

PHILOSOPHICAL APPROACHES TO FAMILY INFORMATION GATHERING

activity for families (Bailey, 1996)]. A final approach emphasizes an eco-cultural perspective to family information gathering (Bernheimer & Keogh, 1995). These approaches represent a range of beliefs and perspectives regarding the family information gathering process; they are not necessarily mutually exclusive or distinct. In fact, each family's situation may dictate which approach would be most useful, or that elements of more than one approach might be employed. However, examining them in more detail provides a useful context for later discussion of strategies and cultural issues.

Social Systems Approach

Trivette, Deal, and Dunst (1986) offer a social systems approach to family information gathering that envisions the process as being very comprehensive in regard to the family life areas which are to be explored during the process. They conceptualize family-focused services in a three-dimensional format. One dimension represents family needs (e.g., income, food, clothing, shelter, informational needs related to their child with disabilities, etc.). Another dimension represents resources available to the family (e.g., professionals, family, friends, etc.). The final dimension represents the various professional roles that early intervention staff may assume (e.g., mediator, catalyst, counselor, child teacher, etc.). The goal for professionals is to identify family needs, locate resources to meet the needs, and help link families with the identified resources. Families then become empowered to "mobilize their resources to promote child, parent, and family functioning" (Trivette, Deal, and Dunst, 1986, p. 247).

THE SOCIAL SYSTEMS APPROACH to family information gathering envisions the process as being very comprehensive in regard to the family life areas which are to be explored during the process–family needs, available resources, and professional roles.

The authors theorize that a family's basic needs for income, food, shelter, etc. must be met before families can respond to programmatic recommendations from early intervention personnel. Once basic family needs are met, parents are more likely to have the time, energy, and personal investment to work with their own children in an educational or therapeutic capacity. This approach seems to take a broad view of the scope of family information gathering, going beyond identifying family needs, concerns, and priorities that are centered on the child to include identification of other needs for the family which may be more immediate and pressing. Thus part of the professional's role may focus upon enabling families to become more competent in mobilizing their social networks to meet their needs, and empowering families to acquire a sense of control over their lives.

Child-Centered Approach

Slentz and Bricker (1992) promote an approach in which family information

PHILOSOPHICAL APPROACHES TO FAMILY INFORMATION GATHERING

gathering occurs more naturally and informally over time. The authors stress that early intervention efforts must remain child-centered, and caution against approaches where family needs are being assessed in tangential areas such as financial problems, stress, and other factors. They do not suggest that service providers abandon family information gathering efforts altogether. Instead, they recommend the use of brief needs assessments that can help interventionists see the family's perspective on family life, the child, and services. The authors emphasize that the focus should always be on obtaining family information that relates to the development of the child.

Slentz and Bricker (1992) are especially concerned with the possible harmful effects resulting from implementation of in-depth family information gathering efforts at the start of the relationship between families and early intervention staff. Collecting, analyzing, and interpreting a large amount of family information as a matter of standard practice is more empowering for professionals than for families. While collaborative partnership is supposed to be the goal, the authors feel, "There is little to empower families in a relationship in which professionals collect, analyze, and interpret information about family members as a matter of standard practice" (p. 15).

They believe that attempting to acquire what can be construed as personal information can create an adversarial relationship from the beginning. Slentz and Bricker promote gathering family information naturally and informally over time, rather than using formal instruments and procedures in early contacts with the family. They argue that this informal approach minimizes the chance that family members may feel that early intervention staff are trying to assess general family functioning, or are making the assumption that because the child has problems so must the family. The authors also caution that by attempting to gather a wide variety of family-related information, early intervention staff may also be creating false expectations; families may expect that the early intervention program will directly provide a broader range of services than is possible.

THE CHILD-CENTERED APPROACH uses brief needs assessments that can help interventionists see the family's perspective on family life, the child, and services. The focus should always be on obtaining family information that relates to the development of the child.

Ecocultural Approach

A third approach advocated by Bernheimer and Keogh (1995) emphasizes the importance of the families' perceptions and beliefs, which are clearly shaped by both personal and cultural backgrounds and values. Designing programs for children with developmental problems must take into account not only the characteristics of the child, but also the physical and social context of the home and family as well as the family's goals and values.

PHILOSOPHICAL APPROACHES TO FAMILY INFORMATION GATHERING

In **THE ECOCULTURAL APPROACH**, designing programs for children with developmental problems must take into account not only the characteristics of the child, but also the physical and social context of the home and family as well as the family's goals and values.

The authors place a great emphasis on the Ecocultural Approach, which is centered on daily routines. These routines can be categorized into domains such as family subsistence, marital roles, and child peer groups. In relation to gathering information from families, Bernheimer and Keogh state:

> "Rather than following specific guidelines or relying on standard forms or questionnaires, we touch on all domains in an interview with parents. Thus, we get a picture of what resources are available, who does what, and how responsibilities are shared across a whole spectrum of family life" (p. 423).

It is also possible to provide early intervention services without any sort of formal or informal family information gathering process, or without going beyond what the family identifies as their goals for the child.

Getting information about each domain by listening to parents' stories which describe accomodations which families may make in each area relative to a child with problems enables the creation of relevant interventions for the child within the context of his or her family. These interventions should be tailored to each specific family's daily routines and values, with the knowledge that cultural differences in goals and beliefs will shape these routines and clearly affect how families function and their needs, as well as their preferences for early intervention programming for their child. According to the authors, "Interventions with children fail to be implemented and sustained when they do not fit the daily routine or when the intervention is not compatible with the goals, values, and beliefs of the parents" (Bernheimer and Keogh; 1995, p. 424).

No Formalized Efforts to Gather Information from Families

It is also possible to provide early intervention services without any sort of formal or informal family information gathering process, or without going beyond what the family identifies as their goals for the child (Bailey, 1996). Many of the issues discussed in this paper relate to what and how much information to gather.

Specific child services can still be provided if the family does not choose to participate in interviews or discussions that focus on family needs, strengths and priorities. Since the IFSP is typically revised every six months, this creates natural opportunities to explore the possibility of later engaging the family as the family becomes more comfortable with the service delivery staff and system.

THREE FAMILY INFORMATION GATHERING STRATEGIES

Each of the philosophical approaches to gathering family information would yield differences in the way professionals engage in this process. However, the specific strategies suggested by the approaches and in the literature in general seem to have a certain similarity; it is how and when they are to be utilized that differs. Even the cautious approach to family information gathering advocated by Slentz and Bricker (1992) still supports the use of initial interviews and a brief needs assessment, with other tools or strategies being employed only upon family request. The next section of this paper examines in some detail strategies which can be employed when engaged in family information gathering.

Three Family Information Gathering Strategies

Early intervention personnel can use several strategies when gathering information from families. These include interviews, observations, and instruments. Interviews are utilized to determine perceptions of events and priorities for service; observation is useful when the interventionist wants to assess the rate, quality, or pattern of certain behaviors; the use of formal instruments is helpful when the interventionist is interested in family responses to a standard set of questions (Winton & Bailey, 1988).

Many professionals advocate a multimethod approach that is individualized for each family based upon their preferences. For example, their experiences with families has revealed that some family members may prefer an interview format over the use of formal surveys. In these cases, interviews should be the primary source of information (Bailey, 1987; Bailey, 1991; Bailey, 1996; Winton & Bailey, 1988).

Some professionals believe that no matter what specific strategies are used initially, family information gathering should be thought of as an ongoing, interactive process. Family information gathering constantly occurs as early intervention staff work with the child and family and listen to their statements about their needs and the ongoing service provision (Bailey, 1991; Winton & Bailey, 1988). The use of interview techniques, observation, and formal instruments is examined below.

Interviews allow families greater control over what to share and also enable early intervention professionals to monitor their intrusiveness.

THREE FAMILY INFORMATION GATHERING STRATEGIES

Interviews

Hanson and Lynch (1989) promote interviews as being the most appropriate method when gathering information about a family. Interviews allow families greater control over what to share and also enable early intervention professionals to monitor their intrusiveness. They can skip certain questions or revise questions if the family indicates discomfort. Seligman and Darling (1989) state that a well-constructed and in-depth interview can provide valuable qualitative information which checklist-type instruments often miss.

Harry (1992) suggests that when staff interview families whose cultures they may not adequately understand or be familiar with, the techniques and strategies should be informal and open-ended, while still providing an in-depth picture of family needs, strengths, and resources.

Guidelines and suggestions for family interviewing have been suggested by Bailey et al. (1986), Winton and Bailey (1988), Seligman and Darling (1989) and Dunst and Deal (1995), among others. They advocate:

(a) Making the purpose of the interview clear to the families prior to conducting it (e.g., "The purpose of today's visit is for us to able to learn from you about (Child's Name), about your family, and about concerns and needs you might have.") (Winton & Bailey, 1988, p. 200).

(b) Attempting to establish rapport with the families prior to gathering information, particularly if there is no prior relationship (i.e., acknowledge all the people who are present, thank them for taking the time to meet, briefly share background information about yourself and the program, etc.) (Dunst & Deal, 1995).

(c) Utilizing both open-ended and close-ended questions. An open-ended question could be, "During the first part of the interview it would be helpful if you shared with me a little bit about what life is like with your child right now" (Winton & Bailey, 1988, p. 200). A close-ended question might be, "So you read books to her right before her bedtime?" Open-ended questions are more apt to allow unanticipated areas of concern to emerge than are standardized sets of questions. However, the latter may be useful in soliciting at least some information from families who are reluctant to provide much detail about their family situation and needs.

(d) Probing for details in a sensitive fashion (e.g., "I noticed some doubt in your voice as we were talking about the possibility of surgery for your child. What are your concerns about this?") (Dunst & Deal, 1995, p. 100).

(e) Talking to as many family members as possible (e.g., parents, siblings, grandparents, extended family when they have significant roles).

THREE FAMILY INFORMATION GATHERING STRATEGIES

(f) Attempting to "funnel" the information by starting with broad concerns and then getting more specific, (e.g., ask "Do you have problems with managing Sally's behavior?" then ask "Are there particular times of day that the problems are more severe?").

(g) Attempting to summarize what the family members are saying to make sure that providers are interpreting accurately both feelings and content.

When early intervention staff interview families whose cultures they may not adequately understand or be familiar with, Harry (1992) suggests that the techniques and strategies should be informal and open-ended, while still providing an in-depth picture of family needs, strengths, and resources. According to Harry, relying on preconceived question and answer scales or interview questions may not be useful when problems of cross-cultural communication are occurring and different cultural values exist. Instead, she recommends that providers develop a more personalized relationship style and be willing to discuss the issues that family members introduce.

Although some issues may seem unrelated to the early intervention services, engaging in them may be a necessary first step before gathering information more directly related to early intervention concerns and priorities. For example, coming directly to the point during the interview process might be considered rude and overly intrusive; families from some cultural or linguistic backgrounds may become very uncomfortable and unwilling to continue the discussion. Early intervention staff must be prepared to modify their typical approach and regard information gathering as more than a task to be completed, but also as the onset of a relationship between the family and early intervention agency and staff.

Understanding language and communication styles is crucial to successful interviewing efforts. For families from some cultural and linguistic backgrounds, interviews that occur early in the relationship may be problematic (Hanson, Lynch, & Wayman, 1990). For example, the communication style of families from some cultures may be considered "high context" because the speakers typically rely on situational cues, non-confrontational responses, and well-established social hierarchies (e.g., members of some Native American tribes) (Lynch, personal communication, 1999). In contrast, other families tend to be "low context" and focus on direct messages and what is being said, rather than what is being left unsaid (e.g., Euro-American families).

Early intervention staff must be prepared to modify their typical approach and regard information gathering as more than a task to be completed, but also as the onset of a relationship between the family and early intervention agency and staff.

Hanson, Lynch, and Wayman (1990) state that some Asian families may smile, nod and appear to be agreeing during questioning. However, this

THREE FAMILY INFORMATION GATHERING STRATEGIES

response may not indicate concurrence with the early intervention staff, but rather be more indicative of respect for authority or discomfort with disagreement. Real exchanges of information may be possible only after a comfortable relationship between the early intervention staff and the family members has been built, which can take a considerable amount of time. Thus, interviewing these families to gather information about their strengths and needs as groundwork for developing effective programs at the beginning of the relationship may be quite problematic and yield inadequate or inaccurate information.

Observation

Bailey et al. (1986) state that direct observation is the best technique to use when trying to gather certain types of family information, such as an evaluation of parent-infant interaction. Observation is usually facilitated by the use of tools such as the Parent/Caregiver Involvement Scale (PCIS) (Bailey et al., 1986) and the more frequently cited Home Observation of the Maternal Environment (HOME) (Caldwell & Bradley, 1984). The PCIS is intended to rate 16 dimensions of parent-infant interaction (i.e., physical and verbal involvement) for amount, quality, and appropriateness. The HOME was designed to provide sensitive information about the adequacy of the home environment as a stimulus for infant cognitive, social, and physical development, with subscales for areas such as maternal, emotional, and verbal responsiveness, and provision of adequate play materials (Lotas, Penticuff, Medoff-Cooper, Brooten, & Brown, 1992).

Bailey et al. (1986) state that direct observation is the best technique to use when trying to gather certain types of family information.

The HOME, a norm-referenced instrument, has been criticized by several researchers for not being sensitive enough to differences within socioeconomic levels. Data from the HOME indicate that families with higher socioeconomic status (SES) tend to have higher scores; this finding may simply verify that lower income families are more vulnerable.

Lotas, et al. (1992) concluded that the HOME did not appear to do an effective job of distinguishing differences within SES levels because it did not indicate which families were doing well despite their SES challenges. Hanson and Lynch (1989) state that tools such as the HOME are constructed with a middle-class Euro-American focus, and do not do a good job of taking into account cultural, ethnic, or SES differences.

Seidman, Haase, Primeaux, and Burns (1992) indicate that lower HOME scores may in part reflect cultural differences in parenting. Some Native American parents observe their children more and tend to be less verbal in their interactions with their children, stressing the importance of the visual mode over the linguistic. Because these behaviors can lead to negative evaluations on the HOME, researchers have been prompted

to evaluate other observation tools. As one example, Seidman and colleagues discovered that the Nursing Child Assessment Feeding Scale (NCAFS) yielded high scores for the Native Americans participating in their study, because their cultural value of patient and unhurried mealtimes allowed observers to notice subtle interactions they might have otherwise missed. The authors conclude that observation tools must be chosen carefully with consideration for cultural factors.

Using formal observation tools may be viewed by some families – regardless of their culture – as an invasion of privacy, as threatening, or demeaning. It can be threatening because aspects of parental competence are being evaluated, and the observation process may incorporate criteria with which some families do not agree. Having early intervention professionals fill out forms while observing the parents interacting with their child, or while walking around the home evaluating and judging the environment, may certainly be an unpleasant experience for many parents. Filling out the forms after an observation, or simply using observation as an ongoing method to evaluate the need for basic resources or to assess parent-child interactions, may be the preferred use of this family information gathering strategy (Bailey, 1996 ; Seligman & Darling, 1989).

Overall, staff should attempt to make a distinction between what is seen and heard and the conclusions drawn from any information gathering tool that involves observations. The challenge is to interpret observations from the family's viewpoint rather than from the perspective of the early intervention staff, who may differ in their values or culture. This should minimize conflict and enhance opportunities to use the information gathered from observations in a collaborative fashion with family members during the development of early intervention service plans (Hanson & Lynch, 1989).

Family Information Gathering Tools and Survey Instruments

Many early intervention programs rely upon tools and survey instruments to gather information from families. The literature contains a relatively large amount of information that relates to this strategy, in comparison to interviews and observation. It is beyond the scope of this paper to examine this topic in detail. Instead, a brief summary of the literature is offered, followed by a discussion of how cultural diversity may relate to the use of family information gathering tools and instruments.

Family information gathering tools and instruments are not intended to serve any norm-referenced function or generate a quantitative score in the

Overall, staff should attempt to make a distinction between what is seen and heard and the conclusions drawn from any information gathering tool that involves observations. The challenge is to interpret observations from the family's viewpoint rather than from the perspective of the early intervention staff.

THREE FAMILY INFORMATION GATHERING STRATEGIES

way that observational tools such as the HOME do. Tools such as the Family Needs Scale (Dunst, Cooper,Weeldreyer, Snyder, & Chase; 1988) and the Family Needs Survey (Bailey & Simeonsson, 1990) are intended to facilitate the identification of family needs and strengths to prioritize early intervention services (Bailey & Blasco, 1990).

These tools are contrasted with clinical tools such as the Parenting Stress Index (Abidin, 1983) which are designed to measure overall characteristics of families, and to focus on family pathology. These tools also demand a higher degree of training from staff who administer them, such as psychologists or social workers. Tools of this kind have been cited as intrusive and an invasion of family privacy when used by early intervention programs (Hanson & Lynch, 1989; Slentz & Bricker, 1992); leaders in the field of early intervention have called for the development of tools that identify specific family needs and elicit parent priorities for services. Such tools are more likely to be acceptable to families and to have more functional results (Bailey & Simeonsson, 1988).

McGrew et al. (1992) maintain that these tools can still be useful, despite their limitations, as long as families are given a chance to elaborate on their responses and the tools are introduced in an individualized and informal manner.

McGrew, Gilman, and Johnson (1992) examined 15 family information gathering instruments and tools, focusing on their content validity, reliability, and descriptive and psychometric characteristics. They found that the majority of tools used a Likert-type rating scale that family members were asked to complete. In addition, there was noticeable variability across scales in terms of the content of the items. For example, while only 20% of the instruments assessed families on their cultural/social needs, 93% had one or more items in the categories of economic/financial status, availability of social networks, and need for child care.

Reliability information in regards to internal consistency for composite scores of all scale items was generally good, at .90 for the eight instruments for which data could be found. However, information scores changed over a time frame of one month, suggesting low stability. Perhaps most important, low to moderate validity was found for tools such as the Family Needs Survey (Bailey & Simeonsson, 1990). The authors cite research from Bailey and Simeonsson (1988) that revealed only a 60% agreement between identified needs from this survey and the top five needs that families identified on open-ended interview questions. Nonetheless, McGrew et al. (1992) maintain that these tools can still be useful, despite their limitations, as long as families are given a chance to elaborate on their responses and the tools are introduced in an individualized and informal manner.

Some general issues and problems with family information gathering tools and survey instruments can be identified. These tools sometimes have a formal or

THREE FAMILY INFORMATION GATHERING STRATEGIES

invasive nature and can seem impersonal or even evaluative. One example of this might be ranking the relative "helpfulness" of spouses and in-laws in Dunst, Jenkins and Trivette's (1984) Family Support Scale by using a formal tool rather than through interviewing. They require a certain literacy level in the English language, and thus are not appropriate for all families whose primary language is not English, or for families in which literacy levels are low (Bailey, 1991).

The meaning of a response may not always be clear, or the family may not like the wording, which might alter their response to an item. For example, Bailey (1991) points out that on the original version of the Family Needs Survey (Bailey & Simeonsson, 1988), there were three response options: "Definitely Need Help," "Not Sure," and "Definitely Do Not Need Help." The authors of the tool found that many parents did not like the term "definitely," while other parents thought that checking a phrase that stated they "need help" made them seem dependent on others and weak.

A large number of survey tools and instruments are available, and Slentz and Bricker (1992) state that early intervention staff may have difficulty deciding which ones to use and how to use them. Tools may reflect Western European cultural attitudes towards children and parenting, and may have been originally designed for clinical family therapy purposes and thus be inappropriate for gathering family information which leads to IFSP development, etc. Families could potentially take offense at the nature of some of the questions on these tools. This may have a detrimental effect upon the type and quality of information provided, and potentially upon the relationship between early intervention professionals and families. Finally, there is limited psychometric information available on many family information gathering tools and survey instruments. When the information is available, validity is often measured using small, non-representative samples of families in need of early intervention services (Kochanek & Friedman, 1988; Taylor et al., 1993).

Despite these issues, some research supports the efficacy and use of family information gathering tools and instruments. Garshelis and McConnell (1993) found that a professional who first used a survey tool (a modified version of the Family Needs Survey) (Bailey and Simeonsson, 1988) correctly identified a significantly higher percentage of service needs (which were later identified by the mothers in an interview) than did other staff members involved in the research who did not use a survey tool first. The other staff simply selected needs from a menu of options while reviewing family service plans. Bailey and Blasco (1990) found that 69% of 229 family members surveyed felt that professionals would find the information obtained from completing the Family Needs Survey useful, 65% felt that the survey would help them to tell their needs to staff, and 77% stated that they felt comfortable sharing the requested information. Sixty-two percent of the respondents were described as being Euro-American, 30% were African-

THREE FAMILY INFORMATION GATHERING STRATEGIES

American, and 8% were Hispanic. Thirty-six percent of the families qualified for public assistance. The survey was equally acceptable for middle-income and low-income parents and for parents of diverse cultural backgrounds. Interestingly, 60% of the fathers and 40% of the mothers preferred a written survey over an interview as a family information gathering strategy.

Sexton, Snyder, Rheams, Barron-Sharp, and Perez (1991) surveyed 48 mothers and found a 52% to 48% split between preference for interview versus survey formats as a family information gathering strategy. They did not find any correlation to SES or ethnicity-related demographic variables that predicted this preference. The mothers, in general, rated the three surveys assessed as being higher in usefulness and more appropriate in length than the early intervention professionals did.

These results should remind professionals that parents have a range of views about written surveys, and that family information gathering tools and instruments should be only one element of a comprehensive strategy (Bailey & Simeonsson, 1988). Input from families regarding their desired means of communicating priorities, resources, and concerns should be solicited.

Cultural and linguistic issues may impact on the intended effectiveness of family information gathering tools and survey instruments. For example, the low-context high-context factor previously mentioned applies. These tools are "low context" and may be difficult to fill out for family members who prefer "high context" (i.e., families may find it difficult to select a Likert scale number for a question regarding whether help is needed in the area of child behavior, because "it depends" on the circumstances and context) (Harry, 1992). If English is not the primary language of the family, a translated version may be necessary. It is possible that not all terms may translate directly. Translation of special education terms such as "IFSP" and "transdisciplinary" must have been done by a person who has a background knowledge regarding these concepts if they are to be successfully translated for the parents (Plata, 1993).

Biases also exist in family information gathering instruments; Sprott (1993) suggests that tools normed on Euro-American middle-class populations can be used with caution so long as cultural considerations are addressed in the interpretation of the results. She focuses primarily upon the more clinical tools, although similar biases can be found in the more informal tools needed for early intervention. As a result, many direct service providers find the need to adapt or develop family information gathering instruments for families who are culturally or linguistically diverse. Although the resultant tools may be tailored to the families being assessed, they are often modified without sound psychometric evaluation (Slentz & Bricker, 1992).

Summary

Winton and Bailey (1988) summarize the benefits of each of the three ap-

proaches briefly discussed above. If done properly, interviews allow families to tell their own story in their own way; questions can be open-ended and modified based on the flow of the conversation, making interviews a relatively flexible approach. Survey instruments may be less threatening for some families and can help service providers obtain information about family needs in a convenient and efficient way. Observation is useful when the service provider would like to determine the rate, quality, or pattern of parent-child behaviors as they might relate to the eventual development of goals for the child and the family. The use of observations, however, is dependent on the family's willingness to be observed. Individualizing the strategies for each family, using the option or options with which they are most comfortable, is likely to yield the best overall assessment of family needs, strengths, and priorities.

Implications of Cultural and Linguistic Diversity for Family Information Gathering

A common problem in early intervention is the lack of collaboration in goal setting between providers and families (Garshelis & McConnell, 1993). Parent attitudes about their life situation in regard to having a young child with disabilities may differ significantly from the views of early intervention staff. The families' cultural values can have a significant impact on their attitudes toward early intervention staff and services. When the socio-economic status of each differs as well, the contrast between staff and family beliefs and values may be exacerbated. Parents with relatively little formal education and low SES may be more concerned with basic survival and have difficulty identifying their children's needs (DeGangi, Wietlisbach, Stein, & Royeen, 1994); they may also distrust the service system, confusing the "helping" function with a regulatory or child protection function (Bailey, 1996).

All of these issues can potentially have an impact upon the development of a successful collaborative relationship between parents and service providers. The final section of this paper focuses specifically on these issues as they relate to family information gathering.

It must be recognized that family perceptions of the service system are often deeply rooted in cultural or family group values about what constitutes an appropriate relationship between families and professionals.

IMPLICATIONS OF CULTURAL AND LINGUISTIC DIVERSITY

Cultural Norms, Beliefs, and Values

Family and professional opinions may conflict based on different cultural norms, beliefs, and values. For example, a family's cultural values may support keeping the child at home in the early years, which can conflict with the opinion of the early intervention professional who recommends that the child would benefit from a playgroup or center-based approach. Family information gathering should be designed to determine both the family's perception of the child and his or her needs and the family's desire for support and services so that these conflicts are minimized (Bailey, 1987).

Cultural norms and values will affect the willingness of families to provide information on various family information gathering tools, as well as affect their willingness to involve themselves in the overall process.

According to Bailey (1996) family information gathering should help professionals understand and better appreciate the complex ecology (i.e., culture, neighborhoods, friends, extended family members, and organizations) in which families live so that services can utilize the supports that already exist in each family's particular environment. He states:

> "At the outset, it must be recognized that family perceptions of the service system are often deeply rooted in cultural or family group values about what constitutes an appropriate relationship between families and professionals. In some cultures, going to a professional or public agency for services and support is a completely logical and acceptable course of action. In other cultures, professionals and persons who are not members of the cultural group may be viewed with distrust, or dealing with such professionals may be viewed as an inappropriate thing to do. Even within cultures there is likely to be great variability in families' willingness to seek outside help" (p. 210).

Boston (1992) concurs with this viewpoint in her work in a cancer unit setting, stating that for a collaborative relationship to be established, health care professionals must consider the families' cultural beliefs and values as they apply to coping and problem solving, as well as their culturally perceived system of support relative to the diagnosis of cancer.

Cultural norms and values will affect the willingness of families to provide information on various family information gathering tools, as well as affect their willingness to involve themselves in the overall process. According to Kochanek and Friedman (1988, pp. 38-39), important questions must be considered with respect to ethnicity or cultural values when working with families:

1. Is it acceptable for outsiders to be involved in family business?

2. What constitutes a concern legitimate enough for outsider involve-

ment, and what are the accompanying feelings for family members (e.g., embarrassment, anger)?

3. Who is the gatekeeper in the family through whom all outsiders must go?

4. What are the normative routes for help seeking and social support within the culture?

5. What is the meaning of having a child with a disability in the culture?

6. Do families served have adequate facility with the English language to ensure reliable and valid results? Will assessment tools need to be translated into other languages for optimal results?

The Confounding of Cultural Influences With SES and Social Issues

One problematic issue for early intervention staff engaged in family information gathering is that it is often difficult to determine to what extent family behavior or responses are a result of cultural factors, a result of the economic and social resources available to the family, or other social conditions that may be problematic. For example, cultural values do influence selection of objects for play in a child's home, but so does the availability of funds to purchase toys (Seidman, Haase, Primeaux, & Burns, 1992). In research conducted by Gray and Cosgrove (1985) that was designed to develop multicultural definitions of child harm and abuse, several Blackfeet Indians cautioned the researchers against focusing on Native American cultural child-rearing traditions of permissiveness and noninterference.

When interpreting family data, interventionists need to know whether the family system is operating within an acceptable range of normalcy within the context of the cultural group or affiliation.

These traditions were not responsible for current concerns regarding neglect. Rather, the context of increasing alcohol and drug abuse on the reservation impacted the cultural traditions, blurring the line between acceptable and unacceptable limits of permissiveness. The study participants felt that focusing on cultural traditions would be misleading; other socio-economic factors were contributing to situations of potential child abuse and neglect.

To help offset this difficulty, parents who represent diverse cultural and linguistic groups served by a program might be enlisted in assisting early intervention staff to understand the cultural and social context of the family. Early intervention staff working with diverse cultural groups could benefit from information and training on (a) belief systems, (b) cultural definitions of normality or deviance, (c) cultural attitudes toward help givers, and (d) normative avenues of social support and problem solving for members of each particular group. Staff members who represent the various cultural, ethnic or linguistic groups being served can also

IMPLICATIONS OF CULTURAL AND LINGUISTIC DIVERSITY

provide critical insight (Kochanek & Friedman, 1988).

As mentioned earlier, oftentimes the interventionist may not share the family's approach to child rearing, early intervention services, or even life in general, due to differences in culture, SES, education, religion and other factors. Early interventionists must acknowledge these differences if they are to successfully collaborate with family members. Intervention staff may propose and attempt to help families develop patterns of behavior more conducive to their childs' development after gathering information about the family, but as noted by Hanson and Lynch (1989), they must do so without judging current patterns of behavior. According to Sprott (1993):

For successful family-professional collaboration, conflicts between early intervention philosophy and the cultural beliefs of families must be addressed on an individual and flexible basis.

> "If the practitioner has not been exposed to a range of families of that cultural group, she or he cannot judge the degree of "normalcy" of the client or the suitability of the individual or the family as key informant for that culture. Thus a key dilemma in cultural assessment is the need to balance micro-specific (individual and family) with macro-level data and vice-versa" (p. 192).

No one family structure or interaction is inherently better than another, but what interventionists need to know when interpreting family data is whether the family system is operating within an acceptable range of normalcy within the context of the cultural group or affiliation. Early intervention staff need to be familiar with the cultural meanings and symbols specific to the family, which may require knowledge of another language or the assistance of another person who is more culturally competent. In fact, information gathering may be most effective when done by bicultural/bilingual personnel who share the value systems and the unique perspectives and beliefs of the families (Sprott, 1993). Unfortunately, most programs do not have such personnel. In these cases, programs are being encouraged to identify a respected member of the cultural or linguistic group who could serve as a "broker" between the early interventionist and the family. The role of this person is to interpret and explain the information and options provided by the interventionist (Lynch & Hanson, 1998).

Professionals need to understand aspects of the culture of the families they are working with, as well as understand how their own cultural perspectives and assumptions drive their strategies and approaches. The belief that a disability represents an intrinsic deficit that can and should be treated with a scientific approach may clash with the cultural beliefs of others. Asking some Native American families whether they would like child development information may be inappropriate or unnecessary because of their lack of concern with developmental milestones and their belief that

their children are complete and unique at birth (Harry, 1992). For successful family-professional collaboration, conflicts between early intervention philosophy and the cultural beliefs of families must be addressed on an individual and flexible basis. Family information gathering can be the starting point.

Use of Interpreters and Translators in Family Information Gathering

When English is not the primary language of the family, interpreters may need to be utilized during the family information gathering process. A detailed examination of this issue is beyond the scope of this paper; fortunately others have examined this issue in greater detail (Ohtake, Fowler, & Santos, 1998; Lynch and Hanson, 1998). Making the situation more challenging is not only the lack of qualified interpreters/translators, but also very few of those who are available have any background in early intervention or special education (Plata, 1993). There are a variety of strategies which may be employed to improve successful interpretation/translation in family information gathering situations, and a small sample of these are provided in this section.

Professionals should use Standard English and speak slowly and clearly. Avoiding the use of specialized jargon or terminology may also reduce the frequency of misinterpretation. For example, instead of the term "semantics," professionals may say "the meaning of the word," which is more understandable for an interpreter who is not familiar with the field of speech pathology (Leung, 1996). Interpreters may need time to become familiar with the dialect spoken by the family, and using the same interpreter throughout the process may reduce misinterpretation (Johnson & Sussman, 1992).

There are a variety of strategies which may be employed to improve successful interpretation/translation in family information gathering situations.

Divulging intimate and personal information may be more difficult for some families when the meeting is mediated by interpreters. Professionals should discuss the importance of confidentiality with the interpreters and families (Langdon, 1994), and provide families with choices of interpreters (gender, age, background, etc.) whenever possible (Hyun & Fowler, 1995). These strategies will hopefully help to reduce the families' anxiety about discussing personal issues through a third party.

Successful communication between early intervention professionals and non-English speaking families depends on the quality of the interpreter service. Service providers should work at establishing and maintaining a collaborative relationship with interpreters by discussing their duties with them, and acknowledging the vital role they play in the family information gathering process. Interpreters can assist not only in

IMPLICATIONS OF CULTURAL AND LINGUISTIC DIVERSITY

Having a predisposition to learn from interactions with families and community members about their beliefs and values regarding disability, early intervention, and participation in service systems will improve early intervention providers' capacity to respond to family and child needs in a respectful and enabling way.

their role as translators, but also as "cultural brokers" (e.g., interpreters can inform the professionals of personal space issues for the members of a specific culture, how to greet, eye contact, and so on) (Langdon, 1994). Thus, interpreters can greatly enhance the success of family information gathering efforts.

Undergraduate Staff Training

Gathering information from families also may be especially difficult for some early intervention staff because their training is more child-focused, not family-focused. In some cases, early intervention staff who are directly contacting families may be very young, just out of college with little personal experience in family life, and may struggle to address the child's needs, let alone the variety of family needs issues that family information gathering potentially entails (Bailey et al., 1988; Slentz & Bricker, 1992). Bailey et al. (1988) and Winton and Bailey (1988) attempt to provide intensive short-term in-service instruction on various aspects of family information gathering, including nine hours of training on topics such as identifying family needs and parent-child interactions, seven hours of training on interviewing, and two hours on goal writing. There are limitations to what can be accomplished in short-term workshops because the issues that families bring up during interviews or observations can be complex and overwhelming to even seasoned staff. Ongoing staff development is needed if service providers are to become independent and competent problem solvers, capable of assessing and monitoring their own training needs. Access to more experienced professionals, who can help in interpreting a provider's findings, is also critical.

A Lifelong Learning Approach For Early Intervention Staff

Finally, early intervention providers who recognize that their knowledge and competence in cultures and languages different from their own will always be somewhat limited are likely to become lifelong learners. Having a predisposition to learn from interactions with families and community members about their beliefs and values regarding disability, early intervention, and participation in service systems will improve early intervention providers' capacity to respond to family and child needs in a respectful and enabling way.

Conclusion

Family information gathering is an area of early intervention with relative flexibility in terms of how service providers can approach the process, as well as flexibility in regard to what extent it should be implemented. While this flexibility can be beneficial for more experienced staff, it may well lead to confusion on the part of novice service providers. There is a significant risk of alienating families by asking questions they may regard as an invasion of privacy early in the relationship between family members and service delivery providers. It is important for families to be allowed control over this process of information gathering so that alienation does not occur. Families first can be given the opportunity to indicate what they want from services or what their goals are for their child. Programs can begin there. Effective family information gathering conducted over time can help early intervention staff avoid promoting change that is greater than families wish to accept. Sensitivity and respect toward the cultural values of families when gathering information about their strengths and needs are crucial to the success of the process, as is flexibility in how such information is collected and when it is collected (Hanson, Lynch, & Wayman, 1990; Harry, 1992).

References | Bibliographies | Resources

R References

BEST COPY AVAILABLE

References

Abidin, R. (1983). Parenting Stress Index. Charlottesville, VA: Pediatric Psychology Press.

Bailey, D. B. (1987). Collaborative goal-setting with families: Resolving differences in values and priorities for services. Topics in Early Childhood Special Education, 7(2), 59-71.

Bailey, D. B. (1991). Issues and perspectives on family assessment. Infants and Young Children, 4(1), 26-34.

Bailey, D. B. (1996). Assessing family resources, priorities, and concerns. In M. McLean, D. B. Bailey, and M. Wolery (Eds.), Assessing Infants and Preschoolers with Special Needs, (2nd ed.), (pp. 202-233). Columbus, OH: Merrill/Prentice Hall.

Bailey, D. B., & Blasco, P. M. (1990). Parents' perspectives on a written survey of family needs. Journal of Early Intervention, 14(3), 196-203.

Bailey, D. B., & Simeonsson, R. J. (1988). Assessing needs of families with handicapped infants. The Journal of Special Education, 22(1), 117-127.

Bailey, D. B., & Simeonsson, R. J. (1990). Family Needs Survey. Chapel Hill, NC: University of North Carolina, Frank Porter Graham Child Development Center.

Bailey, D. B., Simeonsson, R. J., Isbell, P., Huntington, G. S., Winton, P. J., Comfort, M., & Helm, J. (1988). Inservice training in family assessment and goal-setting for early interventionists: Outcomes and issues. Journal of the Division for Early Childhood, 12(2), 126-136.

Bailey, D. B., Simeonsson, R. J., Winton, P. J., Huntington, G. S., Comfort, M., Isbell, P., O'Donnell, K. J., & Helm, J. M. (1986). Family-focused intervention: A functional model for planning, implementing, and evaluating individualized family services in early intervention. Journal of the Division of Early Childhood, 10(2), 156-171.

Beatty, C. L. (1994). Evaluating change in high-risk families: A family hierarchy of equilibrium. Infant-Toddler Intervention, 4(2), 105-116.

Bernheimer, L. P., & Keogh, B. K. (1995). Weaving interventions into the fabric of everyday life: An approach to family assessment. Topics in Early Childhood Special Education, 15(4), 415-433.

REFERENCES

Boston, P. (1992). Understanding cultural differences through family assessment. Journal of Cancer Education, 7(3), 261-266.

Caldwell, B. M., & Bradley, R. H. (1984). Home observation for the measurement of environment (HOME). Little Rock: University of Arkansas at Little Rock, Center for Research on Teaching and Learning.

DeGangi, G. A., Wietlisbach, S. P., Stein, E., & Royeen, C. (1994). The impact of culture and socioeconomic status on family-professional collaboration: Challenges and solutions. Topics in Early Childhood Special Education, 14(4), 503-520.

Dunst, C. J., Cooper, C. S., Weeldreyer, J. C., Snyder, K. D., & Chase, J. H. (1988). Family Needs Scale. In C. J. Dunst, C. M. Trivette, & A. G. Deal (Eds.), Enabling and empowering families: Principles and guidelines for practice. Cambridge, MA: Brookline Books.

Dunst, C. J., & Deal, A. G. (1995). Needs-based family-centered intervention practices. In C. J. Dunst, C. M. Trivette, & A. G. Deal (Eds.), Supporting and Strengthening Families: Volume 1: Methods, Strategies and Practices. Cambridge, MA: Brookline Books.

Dunst, C. J., Jenkins, V., & Trivette, C. (1984). Family support scale: Reliability and validity. Journal of Individual, Family, and Community Wellness, 1(4), 45-52.

54 Fed. Reg. 26306-26347 (1989).

Garshelis, J. A., & McConnell, S. R. (1993). Comparison of family needs assessed by mothers, individual professionals, and interdisciplinary teams. Journal of Early Intervention, 17(1), 36-49.

Gray, E., & Cosgrove, J. (1985). Ethnocentric perception of childrearing practices in protective services. Child Abuse and Neglect, 9, 389-396.

Hanson, M. J., & Lynch, E.W. (1989). Assessing child and family needs. In M. J. Hanson, & E. W. Lynch, (Eds), Early intervention: Implementing child and family services for infants and toddlers who are at-risk or disabled, (pp. 130-154). Austin, TX: Pro-Ed.

Hanson, M. J., Lynch, E. W., & Wayman, K. I. (1990). Honoring the cultural diversity of families when gathering data. Topics in Early Childhood Special Education, 10(1), 112-131.

REFERENCES

Harry, B. (1992). Developing cultural self-awareness: The first step in values clarification for early interventionists. Topics in Early Childhood Special Education, 12(3), 333-350.

Hyun, J., & Fowler, S. A. (1995). Multicultural considerations in promoting parent participation in developing the IFSP. Teaching Exceptional Children, 28, 25-28.

Individuals with Disabilities Education Act Amendments of 1991, Pub. L. No. 102-119, 20 USC 1477, Section 677.

Johnson, D., & Sussman, L. (1992). Conceptual and methodological issues in the development of an instrument to assess the impact of culture on interpreter behavior. Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (11th, Ypsilanti, MI, March 25-28, 1992).

Kochanek, T. T., & Friedman, D. H. (1988). Incorporating family assessment and individualized family service plans into early intervention programs: A developmental, decision making model. Providence: Rhode Island College, Department of Special Education. ED222735.

Langdon, H. W. (1994). The interpreter translator process in the educational setting: A resource manual. (Rev. Ed.) Sacramento: California State Department of Education, Division of Special Education, California State University.

Leung, B. P. (1996). Quality assessment practices in a diverse society. Teaching Exceptional Children, 28, 42-45.

Lotas, M., Penticuff, J., Medoff-Cooper, B., Brooten, D., & Brown, L. (1992). The HOME scale: The influence of socio-economic status on the evaluation of the home environment. Nursing Research, 41(6), 338-341.

Lynch, E.W., and Hanson, M. J. (Eds.) (1998). Developing cross-cultural competence: A guide for working with children and their families (2nd ed.). Baltimore, MD: Paul H. Brooks.

McCroskey, J., Nishimoto, R., & Subramanian, K. (1991). Assessment in family support programs: Initial reliability and validity testing of the family assessment form. Child Welfare, 70(1), 19-33.

McGrew, K. S., Gilman, C. J., & Johnson, S. (1992). A review of scales to assess family needs. Journal of Psychoeducational Assessment, 10, 4-25.

REFERENCES

Odom, S. L., & McLean, M. E. (Eds.) (1996). Early intervention/early childhood special education: Recommended practices. Austin, TX: Pro-Ed, Inc.

Ohtake, Y., Fowler, S., & Santos, R. (2000). Working with interpreters to plan early childhood services with Limited-English-Proficient families (Tech. Rep. No. 12). Champaign, IL: University of Illinois at Urbana-Champaign, CLAS Early Childhood Research Institute.

Plata, M. (1993). Using Spanish-speaking interpreters in special education. Remedial and Special Education, 14, 19-24.

Seidman, R. Y., Haase, J., Primeaux, M., & Burns, P. (1992). Using NCAST instruments with urban American Indians. Western Journal of Nursing Research, 14(3), 308-321.

Seligman, M., & Darling, R. B. (1989). Applying a systems approach to the identification of family strengths and needs: The individualized family service plan and beyond. In M. Seligman, & R. B. Darling (Eds.), Ordinary families, special children: A systems approach to childhood disability, (pp.245-260). New York: The Guilford Press.

Sexton, D., Snyder, P., Rheams, T., Barron-Sharp, B., & Perez, J. (1991). Considerations in using written surveys to identify family strengths and needs during the IFSP process. Topics In Early Childhood Special Education, 11(3), 81-91.

Slentz, K. L., & Bricker, D. (1992). Family-guided assessment for IFSP development: Jumping off the family assessment bandwagon. Journal of Early Intervention, 16(1), p. 11-19.

Sprott, J. E. (1993). The black box in family assessment: Cultural diversity. In S. L. Feetham, S. B. Meister, J. M. Bell, & C. L. Gilliss (Eds.), The nursing of families: Theory/research/education/practice (pp. 189-199). London: Sage Publications.

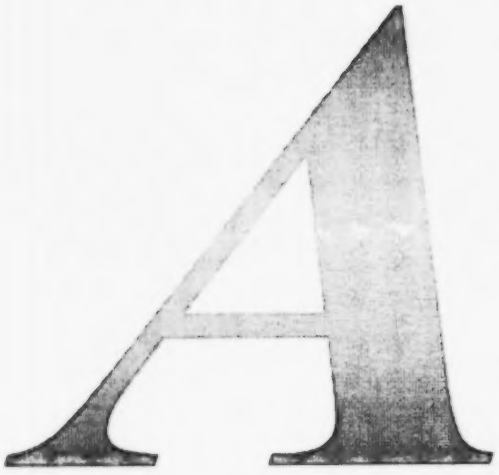
Taylor, M. J., Crowley, S. L., & White, K. R. (1993, April). Measuring family support and resources: Psychometric investigation of the FSS and FRS. Paper presented at the annual meeting of the National Council on Measurement in Education, Atlanta, GA. (ED359249).

Trivette, C. M., Deal, A., & Dunst, C. J. (1986). Family needs, sources of support, and professional roles: Critical elements of family systems assessment and intervention. Diagnostique, 11(3-4), 246-267.

REFERENCES

Trivette, C. M., Dunst, C. J., Deal, A. G., & Hamer, A. W (1990). Assessing family strengths and family functioning style. Topics in Early Childhood Special Education, 10(1), 16-35.

Winton, P. J., & Bailey, D. B. (1988). The family-focused interview: A collaborative mechanism for family assessment and goal setting. Journal of the Division for Early Childhood, 12(3), 195-207.



Annotated Bibliographies

Bailey, D. B., & Blasco, P. M. (1990). Parents' perspectives on a written survey of family needs. Journal of Early Intervention, 14, 196-203.

Summary

Bailey and Blasco (1990) studied parents' perceptions of the acceptability and usefulness of a written survey of family needs. In this study, 229 caregivers of young children with special needs or at-risk for developmental delay evaluated the Family Needs Survey. This survey consists of 35 items assessing needs in six domains including information, support, explaining to others, community services, financial needs, and family functioning. The results of parents' evaluation of the Family Needs Survey indicated that (a) the written survey would help parents describe their needs to professionals, (b) the information from the survey would be helpful for professionals, and (c) parents would feel comfortable sharing information on their needs.

From the results of the study, Bailey and Blasco conclude that the Family Needs Survey would be feasible and useful for both families and professionals in identifying family needs. However, they suggest some considerations regarding the process of sharing information. First, because some parents reported that they would not feel comfortable sharing information with professionals, the sharing of information with professionals should be a choice. Second, they recommend that parents may have different views about a written survey; professionals should provide parents with different choices about the ways of sharing information. Third, professionals who ask questions about family needs must attend to and follow-up on the information provided in order to best meet the ongoing needs of the family and child.

ANNOTATED BIBLIOGRAPHIES

Bernheimer, L. P., & Keogh, B. K. (1995). Weaving interventions into the fabric of everyday life: An approach to family assessment. Topics in Early Childhood Special Education, 15, 415-433.

Summary

Bernheimer and Keogh (1995) discuss the paradigm shift — from the child alone to the child in the context of the family — in response to legislation and the increased awareness of families in the lives of children with disabilities. The shift in early childhood special education has impacted assessment and intervention and required professionals to be able to recognize family strengths. Thus professionals can design interventions that meet the needs of the child and are feasible in the daily routines of the family.

Bernheimer and Keogh (1995) describe an eco-cultural approach that helps professionals plan interventions in the ecological context of the family, including daily routines and accommodations. For better understanding, the authors present examples of a variety of family needs, daily routines, and accommodations obtained from two longitudinal studies of preschool children with developmental delays: Project REACH and Project CHILD. They also suggest three considerations for assessing family strengths based on the eco-cultural approach, in order to link assessment to feasible intervention tailored to the contexts of the family. The considerations include: (a) consideration of family ecology, (b) on-going assessment, and (c) assessment that is sensitive and knowledgeable about inter- and intra-cultural differences.

Slentz, K. L., & Bricker, D. (1992). Family-guided assessment for IFSP development: Jumping off the family assessment bandwagon. Journal of Early Intervention, 16, 11-19.

Summary

Slentz and Bricker (1992) state that since the passage of P.L. 99-457 mandated the requirement for an Individual Family Service Plan that emphasizes the child in the context of the family, many issues related to family assessment have been raised. First, the authors discuss issues about the use of assessment instruments with diverse families. They also assert that because most family assessment instruments have been adapted from family therapy and clinical settings that focus on family deficits and problems rather than family strengths, the assessment instruments cannot meet the purpose of assessment in early intervention.

Cultural sensitivity is another issue when using family assessment tools with families from other than Euro-American culture: most assessment instruments were developed by and for Euro-American families that reflect their cultural norms and beliefs about childrearing, parenting, and the roles of families. Finally, Slentz and Bricker mention the harmful influence on relationships between families and early intervention professionals due to a process of family assessment that assumes professionals take expert and dominant roles. In order to overcome these issues, Slentz and Bricker (1992) suggest family-guided assessment and intervention as an alternative approach that identifies family interests and concerns directly related to promoting the development of the child.

ANNOTATED BIBLIOGRAPHIES

Trivette, C. M., Dunst, C. J., Deal. A. G., Hammer, W., & Propst, S. (1990). Assessing family strengths and family functioning style. Topics in Early Childhood Special Education, 10, 16-35.

Summary

Trivette and her colleagues (1990) discuss current early intervention practices that focus on family strengths. In order to help practitioners and families understand the current practices, they define family strengths as the capability of individual families to cope with crisis and stress, to meet needs, and to strengthen the functioning of the family system. They also include 12 qualities of strong family units, consisting of commitment; appreciation; time; purpose; congruence among family members; a clear set of family rules, values, and beliefs; coping strategies; problem-solving activities; positive perspectives; flexibility and adaptability; and balance. Through their discussion of family functioning styles, they note that families have unique characteristics in the way they function, respond, and grow.

Assessment of family functioning styles, hence, supporting and enhancing family strengths, is important. For assessing family functioning styles, the authors provide five considerations: recognition of the family's unique strengths; a broadened view of family failure as the failure of social systems and institutions; intervention built on positive aspects of family functioning; adapting to promote and enhance family functioning; and intervention strengthening family functioning.

Trivette and her colleagues (1990) review four family strengths assessment instruments: Family Strengths Inventory, Family Strengths Scale, Family Hardiness Index, and Family Functioning Style Scale. Among these instruments, they state that Family Functioning Style Scale is the most comprehensive. This is based on the results of an empirical study of 104 parents of preschool children, consisting of 64 parents of typically developing children and 41 parents of children with disabilities, to prove the reliability and validity of FFSS for families of preschool children. In order to link a family strengths assessment to intervention practices, they present the purposes of a family strengths assessment, steps, and some considerations.

Winton, P. J., & Bailey, D. B. (1990). Early Intervention Training Related to Family Interviewing. Topics in Early Childhood Special Education, 10, 50-62.

Summary

Winton and Bailey (1990) discuss three rationales for the importance of early interventionists' communication with families: (a) the central role of family assessment in early intervention, (b) more flexible and creative services based on a broader definition of a family focus, and (c) family empowerment and equal partnerships between families and professionals. Information is provided in this article on professional training programs to help professionals develop effective communication and family interviewing skills.

Additionally, Winton and Bailey (1990) describe two studies of professional training programs for family-focused interviewing. In the two studies described, participants were asked to conduct a focused interview with families after they attended training workshops. From the results of the interviews, Winton and Bailey discuss the variety of interview topics that families mentioned during the family-focused interviews and overall impressions of the professionals who interviewed the families. In order to help develop effective professional training for communication and interview skills, they suggest four strategies based on the literature including shared knowledge and value base; recognition of the gap between what interventionists are doing and what is being recommended; ongoing staff development activities; and empowering trainees.

Resources

BEST COPY AVAILABLE

RESOURCES | VIDEOS

Conversations for Three: Communicating Through Interpreters

[Video and Booklet]

Deborah Chen
Sam Chan
Linda Brekken

Summary
This 60-minute videotape recording and discussion guide is designed for training service providers who depend on interpreters to communicate with the families with whom they work. The video teaches service provider and interpreters how to communicate effectively with families, regardless of their cultural or linguistic backgrounds. Three different sections address understanding differences in communication, working effectively with interpreters, and ensuring accurate communication. The videotape shows service providers how to respond sensitively to cultural and linguistic differences. The discussion guide provides objectives, key terms, facilitator notes, discussion questions, learning activities, and handouts to help the facilitator plan lessons and guide the group.

Bibliographic Information
Deborah Chen, Sam Chan, Linda Brekken. Conversations for Three: Communicating Through Interpreters [Video and Booklet] (2000). Paul H. Brookes Publishing Co.: Baltimore, MD. Language: English

Availability
May be ordered for $ 74.95 per copy from:
Paul H. Brookes Publishing Co. • P.O. Box 10624 • Baltimore, MD 21285 • (800) 638-3775 *phone* • (410) 337-8539 *fax* • custserv@brookespublishing.com *e-mail* • http://www.pbrookes.com/ *web*

Producer Information
Intended User Audience: This material is intended for admistrators, pre-service students, faculty/trainers, service delivery personnel and paraprofessionals in the early childhood special education/early intervention fields. The material would really be useful for anyone working with interpreters and families of children wi'h disabilities who are from diverse cultural and linguistic backgrounds.

Producer Information (cont.)

Product Development: Conversations for Three is designed to train service providers and interpreters in working more effectively with families who do not speak English. The developers were administrators, parents, faculty, service delivery personnel and paraprofessionals from the fields of early intervention/early childhood special education, psychology, deafness, visual impairments, nursing, social work, speech pathology, and family therapy. The developers were Euro-American, Asian-American, African-American, Hispanic-American, Jewish, and Deaf adults.

Product Evaluation: The material was evaluated in 1998-99 by: (a) family/professional teams in California who used the video in training, (b) a focus group of faculty/administrators who work in special education, and (c) two experts in training interpreters in school districts. The evaluators represented the fields of early intervention/early childhood special education, early childhood education, family therapy, speech pathology, psychology, and nursing. An exact percentage breakdown of the evaluators' cultural/linguistic backgrounds is not available, but there were individuals of Hispanic-American, African-American, Euro-American, and Asian-American backgrounds involved in the evaluation efforts. The data from the evaluation is included in the Project CRAFT final report published in 1999.

Product Dissemination: Not known. The material was just published in 2000.

By Design: Family-Centered, Interdisciplinary Preservice Training in Early Intervention

Amy Whithead (Ed.) *Gail Yellen-Shiring*
Betty Ulanski *Amy Fruchtman*
Beth Swedeen *Carrie Pomije*
Rae Sprague *Peggy Rosin*

Summary

This guide is designed to be used for family-centered early intervention training in inservice teacher education programs, preservice teacher education programs, and parent groups. Modules are provided that are based on the positive outcomes from the Family-Centered Interdisciplinary Training Project in Early Intervention, a project designed to meet a critical need for early intervention personnel by providing interdisciplinary preservice training to prepare professionals to serve infants, toddlers, and preschool children with disabilities and their families. The five modules stress the involvement of families in all aspects of the training program, a curricular focus on family and professional partnerships, and practical experiences designed to teach optimal interdisciplinary team functions. The modules contain the following: (a) an overview of the purpose and design of the seminar component of the Interdisciplinary training project; (b) an overview of the trainee small group team experiences; (c) information about the family mentor experience within the interdisciplinary training project; (d) a community program practicum component; and (e) an overview of how trainee supervision is threaded throughout the interdisciplinary training project. Each module contains service Learning Tools that provide step-by-step suggestions on how to cover a particular content area. Handouts and overheads are also provided.

Bibliographic Information

Amy Whithead (Ed.), Betty Ulanski, Beth Swedeen, Rae Sprague, Gail Yellen-Shiring, Amy Fruchtman, Carrie Pomije, Peggy Rosin. By Design: Family Centered, Interdisciplinary Preservice Training in Early Intervention (1998). Waisman Center Early Intervention Program: Madison, WI. (431 pages). Language: English

Availability

May be ordered from:
Waisman Center Early Intervention Program, Room 23 • 1500 Highland Avenue • Madison, WI 53705 • (608) 363-5022 *phone* • idtrain@waisman.wisc.edu *e-mail* • http://www.waisman.wisc.edu/earlyint/index.htmlx/ *web*

Producer Information

Intended User Audience: The primary target audience is faculty/trainers who are training professionals in the fields of early intervention/early childhood special education, occupational/physical therapy, social work, speech pathology, or other related support services.

Product Development: There were 9 contributing authors to this material. Ms. Whitehead also served as the Editor. All the authors are Caucasian women of Northern European descent. Their joint background experience includes early intervention, early childhood education, social work, occupational therapy, and speech pathology. Two of the authors were parents. A graduate student who had gone through the training herself translated the Spanish version of the Family Mentor Handbook. She is bilingual in Spanish/English and is originally from Venezuela. Her background is in Speech/Language Pathology.

Product Evaluation: This material has not been formally evaluated. It was shared with the advisory committee.

Product Dissemination: Over 100 copies have been disseminated within the United States.

RESOURCES | PUBLICATIONS

Developing Individualized Family Support Plans: A Training Manual

Tess Bennett
Barbara V. Lingerfelt
Donna E. Nelson

Summary
This manual is designed to provide a training seminar for use by inservice training coordinators, agency administrators, supervisors, university personnel, and anyone else responsible for preparing professionals who develop Individualized Family Service Plans (IFSPs). The seminar content is broken down into eight sequential sections: Working with Families; Needs and Aspirations; Strengths and Capabilities; Support and Resources; The Effective Help-Giver; and Writing Family Support Plans. The last section of the manual contains detailed case studies and an activity asking trainees to write a short case study and IFSP. Each section includes notes for trainers, key points, text and seminar activities, and section checklists. Appendices include a list of competencies, a training checklist, portfolio activities, a set of blank assessment and IFSP forms, overhead masters, and a glossary of terms.

Bibliographic Information
Tess Bennett, Barbara V. Lingerfelt, Donna E. Nelson. Developing Individualized Family Support Plans: A Training Manual (1990). Brookline Books: Cambridge, MA. (232 pages). Language: English

Availability
May be ordered from:
Brookline Books • P.O. Box 1046 • Cambridge, MA 02238

Producer Information
Intended User Audience: This manual was written primarily for anyone responsible for training early intervention students and practitioners, such as in-service training coordinators, agency administrators, supervisors, and university personnel. The manual was written for early intervention personnel and can be used to guide training efforts with administrators, pre-service students, parents, faculty, paraprofessionals, and service delivery personnel. The manual was written for a universal population for whom English is the first language or who are proficient in English.

Producer Information (cont.)

Product Development: The material was developed at the Family, Infant, and Preschool Program (FIPP) in North Carolina. Administrators, pre-service students, parents, faculty/trainers, service delivery personnel, and paraprofessionals were all involved in the development of the manual. The families who were involved were mostly low to middle-income European-Americans.

Product Evaluation: The manual was pilot tested and revised based on comments received prior to publication. The publisher includes an evaluation form, but the authors do not receive this information.

Product Dissemination: Approximately 10,000 copies of Developing Individualized Family Support Plans: A Training Manual have been sold in the USA, as well as Scandinavia and Australia.

RESOURCES | PUBLICATIONS

New Visions for the Development Assessment of Infants and Young Children [Chapters 1, 2, 8, 9]

Samuel J. Meisels (Ed.)
Emily Fenichel (Ed.)

Summary

This collection of 18 papers on assessing infants and toddlers includes the views of parents, clinicians, researchers, and policymakers. The following papers are included: (1) "Toward a New Vision for the Developmental Assessment of Infants and Young Children" (Stanley I. Greenspan and Samuel J. Meisels); (2) "Charting the Continuum of Assessment and Intervention" (Samuel J. Meisels); (3) "Toward Shared Commitment and Shared Responsibility: A Parent's Vision of Developmental Assessment" (Susan Rocco); (4) "Achieving Change in Assessment Practices: A Parent's Perspective" (Barbara K. Popper); (5) "Thoughts on the Assessment of Young Children whose Sociocultural Background is Unfamiliar to the Assessor" (Isaura Barrera); (6) "History-Making, not History-Taking: Clinical Interviews with Infants and Their Families" (Laurence M. Hirshberg); (7) "A Window on the Newborn's World: More than Two Decades of Experience with the Neonatal Behavioral Assessment Scale" (T. Berry Brazelton); (8) "The Infant-Toddler Developmental Assessment (IDA): A Family-Centered Transdisciplinary Assessment Process" (Joanna Erikson); (9) "Assessment for IFSP Development and Intervention Planning (Diane Bricker);(10) "Assessment of Adaptive Competence" (G. Gordon Williamson); (11) "Nonstructured Play Observations: Guidelines, Benefits, and Caveats" (Marilyn Segal and Noreen T. Webber); (12) "Assessing the Emotional and Social Functioning of Infants and Young Children" (Stanley I. Greenspan); (13) "Climbing the 'Symbolic Ladder': Assessing Young Children's Symbolic and Representational Capacities through Observation of Free Play Interaction" (Serena Wieder); (14) "Toward Earlier Identification of Communication and Language Problems in Infants and Young Children" (Amy M. Wetherby and Barry M. Prizant); (15) "Strategies for Meaningful Assessment of Infants and Toddlers with Significant Physical and Sensory Disabilities" (Lucy Jane Miller and Cordelia C. Robinson); (16) "Neurodevelopmental Evaluation of Newborns and Infants with Genetic Disorders" (Carole Samango-Sprouse); (17) "A Values-Based Model of Infant and Toddler Assessment" (Lucy Jane Miller and Brian A. McNulty); and (18) "Family-Directed Child Evaluation and Assessment under the Individuals with Disabilities Education Act (IDEA)" (Carol Berman and Evelyn Shaw).

Bibliographic Information

Samuel J. Meisels (Ed.), Emily Fenichel (Ed.). New Visions for the Development Assessment of Infants and Young Children [Chapters 1, 2, 8, 9] (1996). Zero To Three: Washington, DC. (411 pages). Language: English

Availability

May be ordered from:
Zero To Three • 734 15th St. NW, Suite 1000 • Washington, DC 20005 •
(800) 894-4301 *phone* • http://www.zerotothree.org/ *web*

Producer Information

Intended User Audience: The book is intended for administrators, pre-service students, faculty and trainers, and service delivery personnel with varying levels of experience who are interested in the developmental assessment of infants and young children.

Product Development: Participants in the development of this book included administrators, parents and family members, faculty and trainers, and service delivery personnel among others. Contributing authors include parents and members of diverse cultural and linguistic backgrounds. Perspectives from a variety of disciplines were included (early intervention and early childhood special education, medicine, occupational therapy, psychology, early childhood education, nursing, social work, physical therapy, speech pathology, public administration).

Product Evaluation: The product has not been formally evaluated; however, strong sales indicate a strong interest and usefulness of the material.

Product Dissemination: Approximately 10,000 copies have been disseminated in the U.S, Canada, and Europe.

Pride in Parenting: Training Curriculum for Lay Home Visitors

Linda T. Diamond (Ed.)
Marion H. Jarrett (Ed.)
Roberta Bell
Doris McNeely-Johnson
Kathy Katz
Susan Schneider
Phyllis Sharps
Davene White

Summary

This curriculum is designed to train home visitors in community-based outreach programs, especially those programs focused on high-risk mothers and their babies. The training model and curriculum create a comprehensive instruction program to prepare lay home visitors for facilitating healthy changes in behaviors of high-risk mothers. The curriculum teaches Pride in Parenting Parenting Support Specialists to achieve competence in the following areas: (a) interpersonal communication skills including active listening and non-judgmental communication style; (b) teaching strategies for effective delivery of health and parenting information; (c) health care needs and health services utilization for mothers and infants; (d) stressors impacting low-income, minority families; (e) problem-solving strategies that respond to common family situations; (f) infant care and development in the first year; (g) developmental programming for infants; (h) community resources for mothers, infants, and families; and (i) program documentation and evaluation. The curriculum is designed to be used in a 45-day intensive training program over a 9-week period and is divided into 25 units, each focusing on a different subject. A list of learning objectives is provided and an outline with approximate times of teaching each unit is included.

Bibliographic Information

Linda T. Diamond (Editor), Marion H. Jarrett (Editor), Roberta Bell, Doris McNeely-Johnson, Kathy Katz, Susan Schneider, Phyllis Sharps, Davene White. Pride in Parenting: Training Curriculum for Lay Home Visitors (1998). NIH-DC Initiative to Reduce Infant Mortality in Minority: Washington, DC. (600 pages). Language: English

Availability

For more information regarding this material, contact:
NIH-DC Initiative to Reduce Infant Mortality in Minority • George Washington University • 2300 Eye Street, NW • Ross Hall, Room 222 • Washington, DC 20037 • (202) 994-0665 *phone*

This material is not yet published, however it is available in full text on the CLAS Web site.

Producer Information

Intended User Audience: The intended user audience is lay community members from across all cultures who work with member groups who are not part of mainstream culture.

Product Development: Material was developed by European American and African American members, representing the following professions: EI/ECSE, pediatricians, psychologists, nurses, and health education specialists. All were English as first language speakers.

Product Evaluation: The material was field tested with a group of lay home visitors who were all African American, English speakers.

Product Dissemination: The material has not yet been disseminated.

Serving Families of Diverse Cultures

Summary

This monograph is designed for early intervention service providers for families of diverse cultures. It contains ideas and suggestions for cultivating cultural awareness and sensitivity. The monograph is divided into five sections. Section 1, "Personal Stories from Service Providers: A Bouquet of Experiences,'" contains stories from providers who have worked with and interacted with families of diverse cultures. Section 2, "Bridging the Cultural/Diversity Gap Between the Family and the Service Provider: Using the Diversity Wheel," describes the Diversity Wheel and how it can be used to improve cultural sensitivity and diversity awareness. Section 3, "Respecting Cultural Diversity When Gathering Information," describes six principles to assist providers in respectfully gathering information from families of diverse cultures. Section 4, "Reflecting Culturally Responsive Practices During the Assessment Process," provides practical strategies that support best practices in assessing young children with disabilities of culturally and linguistically diverse backgrounds. The last section, "Considerations in Providing Sensitive and Appropriate Programming for Linguistically Diverse Families," contains information in a number of areas including: the language used by the service provider, use of bilingual service providers, translating written materials, curriculum strategies, introducing mainstreamed practices, and involving family members in home visit interactions.

Bibliographic Information

Serving Families of Diverse Cultures (1999). SKI-HI Institute: North Logan, UT. (126 pages). Language: English

Availability

May be ordered from:
SKI-HI Institute • 1856 N. 1200 E. • North Logan, UT 84341 •
(435) 752-9533 *phone* • hpe@hopepubl.com *e-mail* • http://www.skihi.org/ *web*

Producer Information

Intended User Audience: The intended user audience is all professionals in the early intervention field–from all disciplines and of all levels of experience.

Product Development: The three editors of the book are research instructors at Utah State University at the SKI HI Institute, a division of the Department of Communicative Disorders. They wrote the book in collaboration with authors and researchers in the fields of early intervention and cultural diversity. Developers were Hispanic, European American, African American and Native American.

Product Evaluation: The book has not been field tested or evaluated.

Product Dissemination: Several hundred copies have been distributed throughout the U.S.A.

RESOURCES | PUBLICATIONS

Supporting Parent-Child Interaction: A Guide for Early Intervention Program Personnel [Handbook]

Marci J. Hanson
Mary S. Krentz

Summary

This guide for early intervention program personnel outlines and describes methods for assisting parents and infants to better communicate with one another. The focus is on helping parents to read their children's cues, to engage in reciprocal interactions, to time interactions according to their babies' cues, and to enjoy interacting with their babies. The methods discussed are designed for early intervention programs serving parents and caregivers of children with disabilities or children at risk for developmental delay. The first section of the manual, "Rationale for Intervention Approach," presents both the theoretical rationale and the clinical evidence for taking this particular approach in working with families. It also provides a description of major paradigms currently utilized in the field to observe and evaluate parent-child interactions. The second and major section, "Intervention Framework and Strategies," describes the intervention approach and provides a variety of specific strategies that can be utilized by infant development specialists, working in an early intervention program with infants at risk and their families. The final section of the manual presents several detailed case studies that demonstrate how the intervention approach was implemented with different families. The handbook contains 35 references.

Bibliographic Information

Marci J. Hanson, Mary S. Krentz. Supporting Parent-Child Interaction: A Guide for Early Intervention Program Personnel [Handbook] (1986). San Francisco State University, Project ISIS: San Francisco, CA. (36 pages). Language: English

Availability

This handbook is no longer available from the producer. It is available in full text on the CLAS Web site. Producer's contact information:
San Francisco State University • Project ISIS • 4 Tapia Drive •
San Francisco, CA 94132 • (415) 338-1630 *phone*

Producer Information

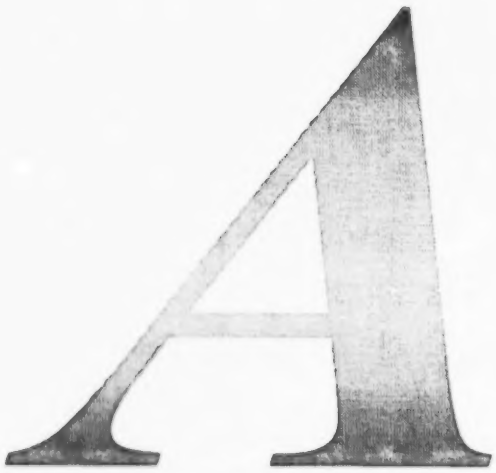
Intended User Audience: This module was written primarily for faculty trainers, pre- and in-service students, administrators, and service delivery personnel. The authors indicated that this manual might be useful to all disciplines working in the early intervention profession. The information provided falls between introductory and advanced level. The module was written for a universal population for whom English is the first language or who are proficient in English. This module was initially developed for individuals residing in the United States.

Product Development: This material was developed under the funding of a US Department of Education grant. Family members, early intervention service delivery personnel (e.g., special education teachers, occupational therapists, speech pathologists, and psychologists) participated in the development of this material. Participants represented Latino, African American, Chinese, and Euro-American groups.

Product Evaluation: There is no product evaluation to date; however, the authors are interested in field testing this material at a future date.

Product Dissemination: As of 1998, over 1,000 copies had been distributed and sold. Major orders came from California. In addition, this material was also distributed in state, national, and international (e.g., Australia, New Zealand, Spain) conferences.

BEST COPY AVAILABLE



About C·L·A·S

About the CLAS Early Childhood Research Institute

Early Childhood Research Institute on Culturally and Linguistically Appropriate Services

University of Illinois at Urbana-Champaign
The Council for Exceptional Children
University of Wisconsin-Milwaukee
ERIC Clearinghouse on Elementary and Early Childhood Education
ERIC Clearinghouse on Disabilities and Gifted Education

Overview

The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS) is a federally-funded collaborative effort of the University of Illinois at Urbana-Champaign, The Council for Exceptional Children, the University of Wisconsin-Milwaukee, the ERIC Clearinghouse on Elementary and Early Childhood Education, and the ERIC Clearinghouse on Disabilities and Gifted Education. The CLAS Institute is funded by the Office of Special Education Programs of the U.S. Department of Education.

C·L·A·S
Culturally & Linguistically Appropriate Services
Early Childhood Research Institute

The CLAS Institute identifies, evaluates, and promotes effective and appropriate early intervention practices and preschool practices that are sensitive and respectful to children and families from culturally and linguistically diverse backgrounds. CLAS has several basic assumptions which define and guide its work. CLAS' goals are outlined below, as well as some of the issues and concerns important to our work. Finally, a brief overview is included about the outcomes we anticipate accomplishing by the end of this project.

Assumptions

We adhere to the following fundamental beliefs in our research, training and dissemination activities:

Assumptions About Culture and Language:

1. Individuals and families are members of multiple cultures.
2. Cultures are multi-faceted and dynamic.
3. Multilingualism is an asset.
4. A solid foundation in one's primary language contributes to acquisition of a second language.
5. Cultural competence is a process entailing lifelong learning.

BEST COPY AVAILABLE

ABOUT THE CLAS INSTITUTE

6. Many people have not had an equal voice, equal representation or equal access to health and education services. We recognize that institutional racism continues and will address issues of access and equity in the search, review, and dissemination of materials.
7. Beliefs and attitudes about culture and language shape outcomes; positive beliefs contribute to inclusiveness; negative beliefs undermine it.

Assumptions About the Work of the Institute:

1. Culturally and linguistically diverse practitioners and families will be involved in the work of the Institute as advisors, reviewers, and evaluators.
2. Materials will reflect the intersection of culture and language, disabilities and child development.
3. A range of strategies or approaches will be identified from which practitioners, families, and researchers can make an informed selection of practices or materials. In our dissemination of reviewed materials, we will not advise or prescribe solutions but will facilitate better questions regarding material selection.
4. Products will be "user amorous" and our evaluation will in part focus on the usability and impact of these products.

The work of the Institute is complex, challenging, and developmental in nature.

Goals

The CLAS Institute identifies, collects, reviews, catalogs, abstracts, and describes materials and practices developed for children and families from culturally and linguistically diverse backgrounds, and professionals who work with them. In the latter years of this five-year Institute, CLAS will identify gaps in existing materials and practices, prepare translations of a limited number of materials, and pilot-test a limited number of promising materials to ensure that effective early intervention practices are available to families and service providers who work with them. CLAS will:

1. Create a resource bank and catalog of validated culturally and linguistically appropriate materials, and of documented effective strategies, for early intervention and preschool services.
2. Conduct a review of materials by experts in the fields of early childhood education, early intervention/early childhood special education, and in multicultural education, considering issues not only of effectiveness but also of social, cultural, and linguistic acceptability to children and families from culturally and linguistically diverse backgrounds.
3. Evaluate and validate selected materials through field testing of the materials with culturally and linguistically diverse backgrounds.
4. Disseminate reviewed materials and practices that meet the dual criteria of (1) effectiveness and (2) cultural and linguistic appropriateness for all relevant stakeholders.

About the Author

Ronald Banks, M.S.
University of Illinois at Urbana-Champaign • 51 Gerty Drive• Champaign IL 61820

Ronald Banks is the information specialist for the CLAS Early Childhood Research Institute, and the user services coordinator at the ERIC Clearinghouse on Elementary and Early Childhood Education. Mr. Banks has a master's degree in library and information science from the University of Illinois at Urbana-Champaign (1995). After working for three years in health sciences library settings, he began work at ERIC/EECE in the summer of 1996, and started his work with CLAS in 1997. Prior to coming to CLAS and ERIC/EECE, Ron worked for 15 years in the special education field in a variety of settings. Primarily he worked with people with moderate to severe disabilities. He had many opportunities to work with children and adults of diverse cultural and linguistic backgrounds and their families. He has a master's degree in special education from Southern Illinois University at Carbondale (1985).

For more information on the CLAS Early Childhood Research Institute ...

Contact Amy Santos or Rob Corso (Project Coordinators) or Ron Banks (Information Specialist):

Early Childhood Research Institute on
Culturally and Linguistically Appropriate Services
University of Illinois at Urbana-Champaign
61 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820-7498

1.800/583.4135 *voice/tty*
http://clas.uiuc.edu/ *web*
clas@ericps.crc.uiuc.edu *e-mail*

CLAS Technical Report Topics:

Child Assessment

Child Find

Cross-Cultural Considerations

- CLAS Mission
- Cross-Cultural Communication
- Cross-Cultural Conceptions of Child-Rearing
- Cultural Definitions and Issues
- View of Disability

Deaf Parents and Their Hearing Children

Family Information Gathering

Family Support Services

Helping Relationships and Service Utilization

Motor Skills Interventions

Parent-Infant Interaction

Personnel Preparation

Second-Language Acquisition

Transition

Visual Impairment

Working with Interpreters

IDEAs that Work

For more information on the CLAS Early Childhood Research Institute ...

Contact Amy Santos or Rob Corso (Project Coordinators) or Ron Banks (Information Specialist):

Early Childhood Research Institute on
Culturally and Linguistically Appropriate Services
University of Illinois at Urbana-Champaign
61 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820-7498

1.800/583.4135 *voice/tty*
http://clas.uiuc.edu/ *web*
clas@ericps.crc.uiuc.edu *e-mail*

CLAS Technical Report Topics:

Child Assessment
Child Find
Cross-Cultural Considerations
- CLAS Mission
- Cross-Cultural Communication
- Cross-Cultural Conceptions of Child-Rearing
- Cultural Definitions and Issues
- View of Disability

Deaf Parents and Their Hearing Children
Family Information Gathering
Family Support Services
Helping Relationships and Service Utilization
Motor Skills Interventions
Parent-Infant Interaction
Personnel Preparation
Second-Language Acquisition
Transition
Visual Impairment
Working with Interpreters

IDEAs that Work

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").